



**Mata Sundri College for Women
(University of Delhi)
Mata Sundri Lane, New Delhi-110002**

Ref No. MSC/IQAC/AQAR/22-23/1.3.2_A

Ph: 23237291

Name of the students studied course on experiential learning through project work/field work/internship

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MUNICIPAL CORPORATION OF DELHI
Chief Executive Officer
BASIC EDUCATION DEPARTMENT, B-10
1st FLOOR, CIVIL SERVICE BUILDING, NEW DELHI-110001

Date: 26-06-2022

No. DMH/10/10/2022/23237291

To: Prof. (Dr.) Harpreet Kaur
Principal
Mata Sundri College for Women (University of Delhi)
Mata Sundri Lane, New Delhi-110002

Subject: Permission for conducting the course on Experiential Learning through Project Work/Field Work/Internship of B.E.D. (I) & II year in MSC/IE/ED of City of Delhi.

Reference: Circular dated 22/06/2022 has approved your request with letter dated 01/06/2022 for the permission to conduct Teaching Practice of B.E.D. (I) & II year (Division of Elementary Education) under a 12

The details regarding process of visit, period of permission and number of schools required in an order:

Year	Division	Purpose of Permission	Duration of Permission	No. of Schools required
B.E.D. (I) year	SC	School Visitation	11 working days in total (11 school days) commencing from 1st July 2022 to 11th July 2022	11
B.E.D. (II) year	SC	Observation of teaching practice	11 working days in total (11 school days) commencing from 1st July 2022 to 11th July 2022	11

The list of schools required for the above and implementing practice is enclosed as Annexure-1. However, permission has been granted on the following terms & conditions:

- All activities will be performed in the school premises in coordination with the Principal of the school.
- The request must be made available to the Principal in writing and must be approved by the Principal.
- It shall be ensured that there should be no disturbance in the school administration, discipline and routine work of the school.
- Principals will have to make sure that the students of the school are not affected by the visit.
- Principals will have to make sure that the students of the school are not affected by the visit.
- The school property should not be damaged or misused in any manner.
- The Principal should ensure that the request is approved by the Principal of the school.
- The permission granted will be valid for the duration of the visit.
- If the permission is not used within the specified period, it shall be deemed to be cancelled.

Additional Director of Education - I

Enclosure: 1 (in above)

Copies to:

1. DMH/10/10/2022/23237291
2. Concerned School/Teacher, Principal through DMH/10/10/2022/23237291
3. Office copy

Copy to be submitted to:

1. Director (Ed.)

Signed with Care/Signature

SCHOOL INTERNSHIP PROGRAMME

Objectives

- To experience the school in its entirety, inclusive of classroom teaching, organisation of activities outside the classroom, and parent interaction.
- To learn to set realistic goals in terms of children's learning, classroom culture and management, curricular form and content and pedagogic practices.
- To develop the ability to innovate within existing frameworks thereby creating space for alternative practices.
- To learn to choose, design, organise and conduct meaningful classroom (and other) activities.
- To learn to critically reflect upon one's own classroom practices to institutionalise innovations.
- To develop strategies for evaluating children's learning both as a process and a product.
- To purposefully use the skills of systematic observations, record keeping and analysis for reflection on teaching-learning processes.
- To establish and sustain structural mechanisms such as a teacher resource room for continued efforts towards innovations.

Task

The School Internship programme starts with a week-long period of intense classroom observations. It is expected that an analytical and reflective understanding of existing practices will equip the interns to translate innovative pedagogical theory into meaningful practice. The specific tasks divided in two phases will be as follows: (Phase I & II)

Phase I

Reflection on Classroom Observations

Observe classroom to understand children's needs and levels of learning, classroom practices and the classroom culture. Interns are expected to observe the classroom they will teach in during internship.

Support Building with Teachers

Establish support with the regular staff of the school in order to sustain a positive and professional work culture during internship.

Classroom observations

Interact with B.E.D. faculty to reflect upon experiences in the school during observations and support building. This is to facilitate the interns to make sense of existing work and learning conditions. This in turn will help the process of translating ideas of teaching-learning into practice.

Developing Units Plans

Study select readings, discuss and analyse with supervisors and peers with the aim to develop plans to teach during internship.

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Phase II

Teaching in primary classes will involve teaching of all subjects, while middle level will involve teaching of specific subjects.

Teaching

- Develop unit plans of the curriculum to be transacted. These may vary in format for individual students.
- Choose and design activities for the transaction of unit plans. This may require out of classroom activities as well.
- Transact the planned activities and critically assess the developments that take place during the teaching-learning process.
- Identify and make available materials and teaching aids for curriculum transaction. This will serve towards developing a resource centre in the school.
- Identify needs of individual children including mentally and physically challenged, children labelled as feeble and children with specific learning and other difficulties.
- Keep detailed records of individual children's learning for improving classroom practices. This will serve towards projects that the interns are expected to undertake.

Developing Resources

- Develop and sustain for continuity, a teacher's resource centre in the school. This is expected to be a team activity for all the interns in a given school. The resource centre will comprise of material support for regular teachers and future interns.
- Identify infrastructural problems within the school such as poor blackboard surface, broken furniture, inadequacy of space, drinking water etc. and attempt to find appropriate individual and school level solutions.

Record Keeping

1. Maintain regular written records of the units plans. This will include monthly and daily plans. While maintaining individual creativity in designing plans, the intern is expected to include the following:
 - Subject or topic of the unit,
 - Rationale for choosing it
 - Methods of introduction
 - Organisation of activity chosen and designed, and
 - The materials required.
2. Maintain regular reflective daily journals which would include: a reflection of the activities transacted, their success or failure, issues in the process of transaction, appropriateness of material and activities, children's involvement and learning, time-management, discipline in the classroom and cooperation amongst children. The journal should include the intern's reflection on choice of activity in terms of children's levels of learning and interest. Reflections should also expose the linkages that the intern draws between pedagogy and theory courses and their appropriate integration with skills of teaching.

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The journal must project the lessons that the intern draws out of her own classroom, the experience and suggestions for future practices.

Time Frame

Each intern is expected to spend 17 weeks in the internship programme. Of these, one week is expected to be spent on classroom observations at the beginning of the internship. The subsequent 16 weeks are to be divided into two blocks for regular teaching. The first block of 11-12 weeks is to be spent in teaching a primary class (LXV). In the second block of 4-5 weeks, the interns will teach middle level (V-VIII) classes.

The intern is expected to teach a minimum of four days per week, adding up to a total of 64 days. It is expected that the internship programme will be considered complete only after an intern has satisfied the requirement of one week of observations and a minimum of 55 days of teaching.

Supervisory Support

Interns will work under the professional guidance and facilitation of faculty supervisors. Supervision will be provided at two levels:

- a) General in terms of teaching-learning processes, classroom organisation management and planning.
- b) Subject supervision in terms of language, maths and environmental science at the primary level and the required subjects at the middle level.

Supervision visits need to be worked out amongst the faculty. A minimum of two supervisory visits per week are recommended. The supervisors would follow agreed upon, appropriate formats for recording observations of interns and evaluation parameters and criteria. More specifically, the supervisors will:

- act as a mediator between the interns and the BSEH, vision and curriculum.
- help liaise between the intern and the cooperating (regular) teacher of the school.
- facilitate the intern to reflect on her classroom practices, her struggle with unconventional practices, matters of classroom discipline, translating ideas / plans into effective practice, and clarifying concepts to be taught.

Assessment

Each intern will be assessed internally by the supervisors on the following basis and criteria. The basis and criteria suggested below may be used for evaluating the intern at the primary and middle level of teaching. The weightage of a total of 250 marks per school internship could be divided in the following manner: 100 marks for classroom observation, 75 marks for Reflective Journals and 75 marks for Unit Plans. A peer review exercise could be undertaken amongst colleges for greater objectivity in assessment.


Basis

Criteria


- | | |
|-------------------------|---|
| Classroom observations | • Knowledge-base |
| Regular supervision and | • Oral and written communication |
| Reflective supervision | • Culture of learning |
| | • Choice of activities and materials |
| | • Sensitivity towards needs of children |
| | • Classroom management |

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Date: 10.04.2023

NOTICE

This is for information that B.El.Ed. I year students will be at schools for conducting activity sessions under their **School Contact Programme** Practicum on the following dates- **11,12,13, 18, 19, 20, 25, 26, 27 April 2023.**

Students will come back from schools in afternoon for their reflective discussions and theatre/ craft practicum as per the time table.

Following teachers taking SCP practicum will also be going for their supervision on the said dates-

Ms. Divya Sharma
Ms. Ruchi Garg
Ms. Neha Sharma
Dr. Shweta Tanwar

Ms. Divya Sharma
(SCP Coordinator)

Dr. Aarti Mathur
(TIC, B.El.Ed.)

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